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ABSTRACT

In 1992, a study was conducted to examine the relationship between a number of organizational criteria and the community college transfer function. Using a case study approach, six California community colleges, with either above average or below average transfer rates, were assessed in terms of adaptive capacity; organizational culture and climate; governance processes; institutional communication, commitment, and focus; curriculum; activities to promote transfer; and social networks. Data were gathered from administrators, faculty, counselors, and students via questionnaires, interviews, analyses of reports, and site visits. Study findings included the following: (1) survey respondents at high-transfer colleges felt greater loyalty and commitment to their institutions than low-transfer colleges; (2) student services, such as retention programs and services for at-risk students, were given equal attention at high- and low-transfer colleges; (3) high-transfer colleges stressed liberal arts courses in their curricula, while low-transfer colleges stressed general education and vocational courses; (4) high-transfer colleges were significantly more likely to stress innovation in curricula and programs; (5) student outcomes were the result of institutional practices and staff commitment to improving transfer education; (6) institutional leadership was key in initiating and managing change within the college; and (7) participatory governance was central to building commitment among college staff and inspiring them to become involved in their institution. Appendixes provide related data tables and charts. (JMC)

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# The Impact of the Organizational Environment on the Community College Transfer Function

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## Introduction

Researchers, Cohen, Brawer, and Bensimon (1985), Rendon, Justiz, and Resta (1988), Richardson and Bender (1986), and Turner (1987, 1991) assert that there is a strong interplay of institutional forces within the community colleges that either inhibit or facilitate the movement of students into senior colleges. Institutional focus (i.e., transfer mission) and staff commitment to, and involvement in, the transfer function are believed to be important ingredients in promoting student transfer activity at the colleges (Cohen, et al., 1985; Rendon, et al., 1988; Richardson & Bender, 1986). Institutional practices and activities that are perceived to enhance student transfer are: the curriculum, course articulation with four-year colleges, course scheduling, integration of student support services, and assessment and tracking of students (Cohen, et al., 1985; Cohen & Brawer, 1987; Rendon, et al., 1988; Richardson & Bender, 1986; Turner, 1987, 1991). The extent of influence these organizational factors have had on the college's transfer function, however, is obscured by the failure to link them with institutional-student transfer rates.

The purpose of this paper is to examine a number of organizational criteria (institutional commitment, practices, activities, etc.) related to the community college transfer function. The paper examines differences in application of the institutional criteria in high and low transfer colleges. Research questions addressed are:

1. To what extent are organizational environments different in high and low transfer colleges?
2. To what extent do the college's governance process and organizational activities and practices influence it's transfer function?
3. To what extent have the community colleges developed their capacity to facilitate transferring students to senior institutions?

## Assumptions and the Analysis Framework

Organizational theorists have suggested that institutions are not passive structures, but are actors with a capacity to define their own positions within their social and organizational environments (Lawrence & Lorsch, 1967; Zucker, 1983). This capacity can be characterized by the leadership who fosters a cooperative working environment among employees and by the coordination of activities and practices within the institution (Cameron, 1986; Krakower, 1985; Zucker, 1983). The analysis framework (Figure 1) offered here assumes that, the culture and the governance process of the institution will shape the organizational climate which consists of practices, activities, and social networks, and will ultimately influence student outcomes. The framework is a modified version of the Academic Organizational Context Model described in The Organizational Context for

Teaching and Learning: A Review of the Literature (Peterson, Cameron, Jones, Mets & Ettington, 1986).

Culture, treated as a reflection of the attributes possessed by an institution, is defined as what an organization has (Cameron & Ettington, 1988). In this sense, culture measurements can be related to leadership and management styles and those characterizations which describe how institutional members work together. Governance, defined as the structure and process in making, affecting, and implementing decisions, encompasses the concepts of institutional decision making, participation/involvement, communication, and commitment (Peterson, et al., 1986; Peterson & Mets, 1987). Governance styles that promote participatory decision making in solution seeking engender commitment among institutional actors (Dufty & Williams, 1979; Morris & Steers, 1980). Also, participatory governance styles that facilitate institutional communication appear to mitigate the distrust and suspicion that is accompanied by lack of involvement and burnout of college staff (Guskin & Bassis, 1985; Peterson et al., 1986). Peterson and others (1986) have asserted that, governance and leadership practices which promote communication, understanding and involvement will likely exert a very positive influence upon the climate of an institution.

The organizational climate in this study is defined as the dimensions of the organization's processes, and the college's members' perceptions and attitudes about such processes as they pertain to the activities and practices and social networks of the institution. Activities are related to services, programs, and the curriculum promoting the transfer process on the campuses. The availability and quality of student activities and services have been found to positively affect student integration, involvement, learning, and retention ( Gilmore, 1990; Kulik, Kulik, & Schwalb, 1983; Pascarella, Terenzini, & Wolfe, 1986). Additionally, the primacy of the liberal arts curriculum, along with its breadth and depth, communicates the importance of the transfer function in the community college (Cohen & Brawer, 1987, 1989). Institutional practices, including academic planning, assessment of students, and evaluation of programs, curriculum, and work performance, are believed to convey a sense of purpose in the institution as well as a message that the college considers transfer an important mission (Harrison, 1985). Also, faculty involvement in planning, assessment, and evaluation builds commitment and transmits information about the institutional transfer process (Kolebrander, 1983; Webb, 1984). Of equal importance, the rewarding of exemplary work performance and of participation on campus committees instills a sense of pride and professionalism in faculty (Guskin & Bassis, 1985). The social networks are related to the college's staff members' satisfaction with their college as a transfer institution, and staff motivation to promote the

transfer concept on their campuses, and in the community. Articulation with high schools and senior institutions, which involves social networks, is viewed as the vehicle to extend campus networks into the community. Peterson and others (1986) considered,

> The motivation and involvement of the faculty in the enterprise of the institution is an important element in climate and culture, and is encouraged or discouraged by institutional practice. Useful in their promotion are participatory decision-making environments, the availability of quality information, well presented development and evaluation processes, fair resource allocation, and a consistent and relevant reward system. (p. 68)

Returning to the basic premise of this study in which the investigator posits that organizations have the capacity to influence their environments, in the interpretative framework here the author considers college adaptation to be a strategic choice approach. That is, organizations that are successful at adapting to unfavorable environments implement strategies which include student recruitment, program innovation, and a stable but flexibly managed institutional environment (Cameron, 1983, 1984). Further, community colleges need to be innovative in structuring their instructional programs to address the short- and long-term educational goals of students. These programs should include counseling components and specific articulation agreements with local senior colleges (Banks & Byock, 1991).

Finally, the links among organizational culture/governance, climate, institutional adaptation, and student outcomes have not been fully developed because reliable measures of student outcomes are not widely collected. From the little research linking the organizational environment to student outcomes, it is suggested that the clarity of institutional purpose, as communicated through the curriculum, increased faculty involvement, and institutions that demonstrate flexibility in management are closely associated with student retention and achievement levels (Cameron & Ettington, 1988; Centra & Rock, 1971; Ayres & Bennett, 1983).

## Methodology

The design of this study incorporates the principles of Yin's (1989) case study methods: study questions, hypotheses, logic linking the data to the hypotheses, and criteria for interpreting the findings. Each of these principles was addressed earlier in this paper.

The six institutions used in this study were California community colleges representing high or low transfer institutions. The colleges were drawn from a sample of California community colleges participating in the Transfer Assembly, sponsored by the Ford Foundation and the Center for the Study of Community Colleges (University of California,

Los Angeles). Colleges participating in the 1990-91 Transfer Assembly provided information about their Fall 1985 first-time freshmen entrants: the percentage of students who accumulated 12 or more credits within a four-year period (credit rate), and the percentage of students with 12 or more credits who transferred to a senior institution within a four-year period (transfer rate). Based on this information, credit and transfer rates were calculated for each institution (Tables 1 & 2). A combined credit and transfer rate was derived for each California community college, and those colleges above or below the average combined rate were considered high and low transfer colleges, respectively. The six high and low transfer colleges chosen for this study sample, also, represented single- and multi-college districts, and were located in northern and southern California (Table 3).

Variables investigated in this study were: adaptive capacity (Cameron, 1983; McLaughlin, 1990; Peterson, et al., 1986), organizational culture (Cameron & Ettington, 1988), governance processes (Peterson & Mets, 1987), organizational climate (Peterson & White, 1990), institutional communication (Berman, 1990; Ewell & Lisensky, 1988; Peterson, et al., 1986), institutional commitment (Berman, 1990; Roueche & Baker, 1987), institutional focus (Peterson, et al., 1986; Richardson & Bender, 1986), curriculum (Banks, et al., 1991; Cohen & Brawer, 1987), activities (Astin, 1977, 1985; Cohen, et al., 1985), practices (Berman, et al., 1989, 1990; Ewell & Lisensky, 1988; Roueche & Baker, 1987), social networks (Berman, et al., 1990; Peterson, et al., 1986; Richardson & Bender, 1986; Turner, 1987, 1991).

Data examined in this paper were gathered from multiple sources for each college: a modified version of the Peterson, Cameron, and Associates (1988) questionnaire, "Organizational Climate for Teaching and Learning"[1]; interviews with a selected group of questionnaire respondents on each college campus; analyses of each college's accreditation self-study and team reports; analyses of college course schedules, catalogs, and transfer articulation course reports; and site visits. A purposive sampling technique was employed for selecting individuals who would receive the modified questionnaire. Administrators and counselors (instructional deans, matriculation coordinators, etc.) chosen to receive the questionnaire were directly involved with the transfer function on their campus, and the faculty sample was drawn from liberal arts disciplines and further stratified by gender. A total of 202 questionnaires were administered to administrators, faculty, and counselors at the six colleges, and 76 percent were returned (86 from high transfer colleges, and 67 from low transfer colleges). Of those individuals interviewed 29 participants were from high transfer colleges and 27 from low transfer colleges.

Overall, data obtained were analyzed by the domains of governance processes, organizational climates, and adaptive capacities as discussed in the analysis framework. These domains were assessed within each college by triangulating survey responses, interviews, and the accrediting team report, and were compared between the high and low transfer college groups. Specific analyses of each data source follows.

Written Surveys

Responses to the Organizational Culture and Climate Survey by high and low transfer college respondents were evaluated several ways.

First, questions pertaining to culture/governance, governance style of decision-making process, and educational change regarding transfer education had scales based on dividing a 100 points among a number of items. Frequency counts computed for each question included non-scored or zero point responses. Two-tailed t-tests comparing low and high transfer colleges were performed for each item and a significance level was designated as 0.05 or below. Probability for the pooled variance estimate was used if the F probability exceeded 0.500, and the separate variance estimate was used with small F probabilities (Norusis, 1987). Further, these particular questions were assessed by the typologies suggested by Cameron and Ettington (1988) and Peterson, et al. (1986). The typologies centered on organizational culture by governance processes and on organizational strategies regarding institutional adaptation to the external environment. The culture/governance typology included two intersecting dimensions: degree of organizational control and degree institutional focus (external or internal). The institutional adaptation typology, also, consisted of two intersecting dimensions: source of control (organizational or environmental) and orientation of strategy (future or current).

Second, for the organizational climate items (with a six-point scale ranging from "don't know" to "very strong"), frequency counts did not include missing responses, but did include "don't know" responses. The "don't know" responses were kept as valid counts, because it was believed that if a respondent did not know about an activity in the college, it was most likely that the activity was not highly emphasized (Schuman & Presser, 1981). Two-tailed t-tests were employed to measure differences between the high and low transfer college responses and the significance level was designated as 0.05 or below. Also, the high and low transfer colleges were compared by "strong" and "very strong" responses to questionnaire items. This method was employed to assess the strength of emphasis given to governance processes and climate activities, practices, and social networks by the two college groups.

Third, to summarize the effects of the governance process and organizational climate on the transfer process, culture/governance and climate items were conceptually grouped

according the organizational constructs they represented. Culture/governance constructs were defined as: decision-making processes, communication, resource allocation processes, leadership commitment to transfer education, and faculty/counselor involvement in decision-making processes. Climate constructs were defined as institutional goals, student involvement, student services activities, rewards for work performance, planning, assessment, and evaluation, and involvement of the faculty in these activities. Except for rewards for work performance, which was a single item factor, reliability tests computing Cronbach's alpha (Reliability - Alpha Model, SPSS-X) were performed for each scale conceptually derived, and scales with a 0.60 alpha or better were used for further analyses comparing high and low transfer colleges. Two-tailed t-tests were employed for the comparisons.

Interviews

Interview responses were analyzed several ways. First, information offered by respondents was assessed for contradictions. For example, administrators may claim that faculty and counselors were not involved in student assessment and planning, while faculty and counselors stated they and their colleagues served on committees addressing student assessment and program planning. Second, responses were assessed by pattern matching. That is, if articulation with senior institutions was cited as a main strategy for promoting the transfer function, it was noted if articulation issues and agreements were or were not communicated to the faculty at large. Third, interview responses were compared across the institutions. Qualitative findings across the colleges were summarized using a predictor outcome matrices as described by Miles and Huberman (1984).

Document Analyses

Analysis of the accrediting team and college self-study reports were standardized by a coding scheme derived from the interpretative framework and accreditation standards (Miles & Huberman, 1984). The coding categories were governance, participation, and decision making; planning; evaluation and assessment; communication; commitment; educational and student services programs, and articulation with high schools and senior institutions. Content analysis involved examining documents for contradictory evidence and by pattern matching (Miles & Huberman, 1984; Yin, 1989).

Curriculum Reports, Course Schedules, and Library Visits

The colleges' curricula were assessed by Intersegmental General Education Transfer Curriculum (IGETC) approved reports[2], by college course schedules, and by a library visit. The IGETC approved reports permitted a more in depth analysis of the diversity of the transfer curriculum. Courses listed in the IGETC reports were counted by category (e.g., arts and humanities, social sciences, natural sciences) and totalled to represent the

diversity of the transfer curriculum. Because the courses listed in the IGETC reports represented what a college "had" to offer versus what they "did" offer, the diversity total was adjusted by comparing the courses listed to the courses offered in the Spring 1991 course schedules. A library visit was used as a rough estimated to measure course requirements (i.e., library research). The library visit, which constituted two visits during a day for each campus, allowed for a visual evaluation of the extent to which students used the library as a research facility. A predictor outcome matrix was used to summarize the findings across the campuses (Miles & Huberman, 1984).

### Study Limitations

Limitations pertaining to the case study approach, varied in a number of ways. First, arguments against qualitative analysis can be made about the lack of rigor and objectivity employed in data gathering and interpretation. Given the research technologies (e.g., hypothesis testing; protocol; use of multiple data sources) used in this study, however, it was anticipated most of these concerns had been addressed in the research design of the study.

Second, because of time limitations and financial constraints, a small number of individuals at the colleges were chosen for interviewing and surveying. Ideally, the number of interviewees and those surveyed should have been enlarged to include more faculty, support staff (non-faculty), and students. In this respect, a better balanced and in depth observation could have been made of the institutional operations, climate, and adaptive mode. Also, regarding time constraints a more systematic approach could have been employed in data collection (Rossi & Freeman, 1989). That would be first surveying then interviewing targeted college staff. As a result, a more in-depth probing during the interview session could have taken place.

Third, the predictability value of the culture and climate survey was somewhat limited owing to the types of questions posed; that is, the questions may not have addressed all the areas of the transfer function that needed to be examined. Equally important, the predictability of the survey may have been limited by disparate responses from the two work groups (i.e., administrators and faculty). Recent studies in climate research show that different work groups have different views of how the organization works (Blackburn & Lawrence, 1990; Peterson & White, 1990). Some of the standard deviations of the responses suggested that this may have been true in this study.

Last, because each institution is distinct by its personal history and changes over time, measures such as surveying, interviewing, and a site visit cannot adequately assess on-going events that influence college processes, or even a function of the college. It is

probable, therefore, that some slippage in the interpretations of how colleges executed their transfer function has occurred.

## Findings and Discussion

To what extent are organizational environments different in high and low transfer colleges?

Using the interpretative model as a guide the differences in organizational environments are discussed in terms of culture, governance, campus activities, campus practices, social networks, and adaptive capacity.

### *Culture*

The individual item scores in Table 4 show both similarities and differences in the way low and high transfer colleges respondents think of their institutions. When analyzing scores assigned to institutional glue, the working environment of the college, high compared to low transfer college respondents, felt a greater loyalty and commitment to their institution. Also, when asked how they would characterize their college, both college groups felt teamwork was encouraged, even though the colleges were run by formal rules and policies. A similar pattern was seen in items addressing institutional emphases where college respondents felt human resources were stressed along with permanence and stability. It is interesting that the significant differences found among the clusters of items (i.e., glue, characteristics, and emphases) suggest that there is a slightly stronger tendency for low than high transfer college respondents to feel that their college is more of a market place, where output and goal accomplishment are emphasized, but people are not personally involved. As for leadership, both college groups viewed their leaders as coordinators and organizers; however, the low transfer colleges respondents were more likely than the high transfer college respondents to consider their leaders as also being parent figures. This slight difference in leadership characterization between high and low transfer is most likely owing to a sample bias. That is, at one of the low transfer colleges, slightly more than half of the points in the leadership category were assigned to the parent/mentor/sage item.

The culture types scores in Table 5 were derived from responses to items displayed in Table 4. For example, the score for clan was constructed from the points assigned to the first item in each of the four questions in Table 4 (i.e., "loyalty . . .", "mentor . . .", "human resources", and "teamwork"). The culture type scores revealed that, first, there is incongruity in cultural types of the two college groups. Both high and low transfer colleges could be characterized as being clans and hierarchies. Second, except for low

transfer colleges being more market oriented, there is no significant difference in cultural types between the two college groups.

The colleges appear to be almost equally clan and hierarchy types. This is consistent with the nature of the community college itself. Designed to be more service oriented than other types of higher education institutions, the community college's focus on human development appears to be deeply ingrained in the organization's culture. The hierarchical nature of the culture is most likely reflecting the organizational management of the colleges. Many of the California community colleges have had their beginnings within a kindergarten through 12th grade (K - 12) system. An overspill of stringent management procedures from the K - 12 system era, coupled with well over 2000 state statutes guiding the operations of the California community colleges, has created a culture seized by formal rules and policies.

The slightly greater emphasis on being a market culture by low transfer colleges may be suggesting that individuals in these colleges have a lesser personal commitment and involvement toward their work and toward such campus activities as college committees. This assumption will be discussed in the next section. Overall, along the dimensions (i.e., flexibility-inflexibility and external-internal focus) separating the quadrants, the colleges can be viewed as institutions displaying both flexibility and control with an emphasis on internal maintenance and short-term orientation (Figure 2).

*Governance*

In Table 4 the high transfer college respondents felt their process was collegial and autonomous, while the low transfer respondents viewed their process as collegial and anarchic/political. The difference between the processes suggests that in high transfer colleges, the staff felt that there were widespread opportunities to participate in decision making, and that the college emphasized individuality of its participants. For the low transfer colleges, the staff felt there were opportunities to participate but that the decision-making structure was dominated by different self-interest groups, which moved in and out of the process in unsystematic ways.

Governance issues believed to be affecting the transfer process in the case study colleges were further examined by interviews and document analyses (Table 6). It was noted that all the colleges had moderate to larger numbers of committees, task forces, and other governance vehicles that invited faculty and counselors' participation, but the quantity of participation for the college groups (i.e., faculty and counselors) was unequal across the campuses. The issues associated with participatory governance appeared to center on the lack of: institutional focus, decision-making provision of solutions that are incorporated

into policy, an overall coordinating structure for governance activities, coordination leading to systematic communication between academic and student services units, communication of policy issues and changes, resource allocations tied to fiscal planning, and full commitment of both faculty and counselors in transfer education. Also, there were other issues relating to college autonomy and staff morale. The findings displayed in Table 6 are explicated.

First, although the colleges viewed themselves as institutions providing a comprehensive curriculum (e.g., liberal arts, transfer, vocational education), while meeting the needs of the community, the respondents in the low transfer colleges appeared to be unsure if they actually had a clear transfer mission. Interviewees in colleges with questionable transfer missions considered their transfer goal secondary or tertiary to delivering vocational education or basic skills training.

Second, participatory governance appeared to be more of a "window dressing" than a reality on two-thirds of the campuses. That is, decision-making structures were allowing for input and output, but the solutions offered by various groups (i.e., faculty and counselors) were not being incorporated into college or academic policies. Also, on almost all the campuses the governance structures were a collection of activities operating autonomously, without cross-communication and lacking an oversight body. At the low transfer campuses decisions generated by the committees or other bodies were not communicated to the faculty and counselors overall.

Third, coordination and communication between academic and student services departments were, for the most part, left to individual counselors and faculty to make connections. At one campus, in particular, the coordination between the departments and service units was decentralized where all deans and directors reported to the college president but very few of these administrators connected with each other. Conversely, the two highest transfer colleges had implemented interdepartmental coordination through their committee systems. Both faculty and counselors in these colleges participated on instructional and student services committees.

Fourth, the lack of faculty and counselor involvement on three campuses appeared to be resulting from low morale. For example, two of the colleges within the same district (until recently) were under the control of a centralized district office. The central office created policies and procedures for its campuses, thus affording little to no campus autonomy in planning or budgeting for programs. As a result, faculty and counselors in the district's colleges felt their participation in local governance ended in futile attempts to effect change on their campuses.

Fifth, all of the colleges have attempted to create a process for resource allocations; nevertheless, the processes failed to be tied to program planning and institutional objectives, and lacked long-range planning focus. Overall, the colleges' perspectives on how their programs would meet the future needs of the institutions were limited. As would be expected, faculty and counselors' involvement in institutional-wide budget planning was weak, while in some cases, this process was strongly implemented at the department level.

Sixth, interviews and documents suggested that on some campuses the faculty and counselors gave unequal commitment or support to transfer education. At two colleges counselor commitment to transfer education was viewed to be stronger than the faculty's. Comments offered by interviewees at these campuses suggested that either the transfer mission was the responsibility of the administration or counseling. Yet, at a third college, the view point was reversed in that faculty were seen as leaders in not only promoting transfer on the campus but also in establishing linkages with counterparts in senior colleges.

From the survey responses differences between high and low transfer colleges were noted (Table 7). The high transfer college respondents viewed their institutions as not only having a stronger emphasis on clear and consistent decision-making processes about academic issues and transfer education but also as encouraging greater involvement of faculty in decision making. Further, monitoring decisions is stressed significantly more in high than low transfer colleges, although the strength of the emphasis is only moderate, and the same pattern is found in resource allocation processes. These findings appear to be consistent with the governance issues examined earlier.

As for the levels of commitment to transfer education demonstrated by the college leadership, faculty, and counselors, significant differences were found between the two college groups (Table 8). The responses presented in Table 8 suggest that the greatest commitment to transfer education comes first from the institutional leadership (e.g., college president, deans) and second from the faculty. Counselor commitment to transfer education was not significantly different between high and low transfer colleges. This lack of difference in counselor commitment to transfer education between the two types of campuses could be reflecting the uneven patterns of counselor responsibility found across the campuses (Table 6).

*Institutional Activities*

If an institution has leadership and faculty committed to providing transfer education, its emphasis on transfer education should be reflected in its activities and practices. Table

7 illustrates that high compared to low transfer colleges appeared to have a greater emphasis on institutional goals for transfer education and on activities fostering an image of institution-wide commitment. Nevertheless, student involvement and student activities appeared to be similarly emphasized by both college groups. In particular, student service activities such as retention programs, programs for under-represented and academically "at risk" students were given equal attention by the two college groups. The document analyses, however, suggested that student services offerings on the high as compared to low transfer colleges were more diverse and were given greater attention (Table 9). Furthermore, information about student transfer opportunities and special campus-transfer programs, such as concurrent enrollment, honors programs, and so forth at the high transfer colleges were highly publicized around the campuses.

Although each college claimed to have a comprehensive curriculum (e.g., general, vocational, and compensatory education), the high transfer colleges stressed liberal arts courses in their curricula while the low transfer college stressed general and/or vocational education courses (Table 11). Further, the variety of liberal arts transfer courses and offerings were greater in the high colleges (Table 12). It can be argued that the increased curricular diversity and offerings in the high transfer colleges are reflecting institutional size, as two of the colleges had three to four times the enrollments of the other colleges (Table 3). The diversity of the curriculum, however, may be a drawing card for students who are serious about transferring to senior institutions. It is suggested that the type of curriculum offered by a college will attract a select clientele, and in turn the clientele may have an effect on the overall student outcomes of the institution. Additionally, a review of the colleges' Spring term course schedules revealed all campuses were offering third and fourth term courses. Nevertheless, in some cases, during the Spring not all of the low transfer campuses offered the necessary prerequisite courses for sophomore-level studies. As for curricular depth, library use for research by students was observed for each campus by visits to the facility twice during a one-day period (Table 11). Use of library resources was the greatest for students at the two highest transfer campuses. This suggested that the liberal arts curriculum offered at these colleges focused on research skills essential for upper-division coursework in senior colleges (Kissler, Lara & Cardinal, 1981; Banks & Byock, 1991).

*Institutional Practices*

Organizational practices such as planning, assessment, evaluation and rewarding work performance are central in conveying institutional purpose and an understanding of the college's missions.

In Table 7 significant differences between high and low transfer colleges were found in planning, faculty involvement in planning and program review, and rewards for work performance. Sub-analyses of items relating to planning revealed that the emphasis on planning mainly occurred at the division- or department-level, rather than being an overall college-wide practice. That is, each college unit operated separately without an institutional-wide oversight committee to facilitate the coordination of planning endeavors or solutions. Further, the dissemination of transfer information was at a moderate level. Comparing the two college groups, the high transfer colleges were significantly stronger in using transfer trend information more often.

Tables 13 and 14 illustrate the participation levels of faculty and counselors by high and low transfer colleges. Faculty involvement was greater in program review, evaluation, and development in the high transfer colleges than in the low transfer ones. The level of counselor involvement appeared to be the same for both college groups; also, in the low transfer colleges, faculty were less involved in planning than counselors but appeared to participate more in program review and development. As was shown in Table 6, the commitment to transfer education was greater for low transfer college counselors than the low transfer college faculty. Again, this same pattern is reflected here in assumed responsibility for transfer education academic planning.

Table 7 reveals that the colleges' rewards for outstanding teaching and counseling performance are weakly weighted, although the emphasis on rewards in the high transfer colleges is significantly greater. It is conceivable that the overall low emphases on performance rewards and evaluation (Table 7) are owing to the influence of collective bargaining. Faculty gains, either monetary or non-monetary, and the evaluation of employees are most likely considered to be a bargaining "chips" by college management and faculty/counselors, respectively; therefore, meaningful and systematic implementation of these practices may be difficult in colleges heavily engaged in union relationships.

It is interesting to note that no significant differences were found between high and low transfer colleges in the areas of curriculum and program evaluation, assessment of students, and the evaluation of faculty and counselor work performance (Table 7). Moreover, weak emphases were placed on curriculum and program evaluation and work performance evaluation, while the assessment of students were moderately stressed. The stronger emphasis on student assessment is most likely reflecting state mandates of matriculation accountability measures, no such mandates are placed on curriculum, program, and work performance evaluation.

*Social Networks*

Through document analyses and interviews, the case-study colleges were observed for linkages with their communities (Table 15). With varying degrees, all the colleges had a fee-based community service program. The high transfer colleges, however, appeared to have stronger links with their local communities through community service programs. For example, one high transfer college offers a summer camp for children, an older adult program, a women's program, a free film series, and has a public art gallery. For the low transfer colleges, it appeared that a full-scaled community service or outreach program was difficult to maintain owing to financial and staffing problems.

As for articulation endeavors with local schools, unique patterns existed. At one high transfer college concurrent enrollment programs had been implemented for local high school students and for that college's students with two senior colleges. One low transfer college had instituted a two plus two plus two (2 + 2 + 2) program with its local high school. For this program, "high risk" junior and senior students identified by the local high school were placed in special academic courses that were offered at the community college campus. Students satisfactorily completing the courses and graduating from high school would enter the community college complete transfer requirements and then proceed to a senior institution. Yet, the overall information about articulation patterns still suggested that the high transfer institution had more and closer relationships with both local high schools and senior colleges.

During the interviews, it was revealed that some community college faculty members had initiated working relationships with their disciplinary counterparts at four-year colleges and universities. It appeared that the faculty members at all the high transfer colleges and at one low transfer college had formed relationships with senior college counterparts, which included reviewing course requirements, outlines, textbooks, and in some cases, exams. For the most part, these relationships were self-initiated by the community college faculty members and were not part of a formal institutional practice.

Further, it was believed that the formation of external networks and the working together within the college to improve transfer education would be motivated by satisfaction levels of the institutional actors. Although this assumption could not be directly measured, the scores in Table 16 display some suggestive patterns. Overall, the motivation to improve transfer and the commitment to work with potential transfer students appeared to be quite strong for the college staff at both types of campuses. College staff satisfaction levels pertaining to work, and to the institution as a good place for transfer education, were also strong, but were less than motivation and commitment levels. By college group, there were significant differences in levels of motivation, commitment, and satisfaction between

high and low transfer college respondents. The greater levels of satisfaction, commitment, and motivation found in the high transfer colleges suggested that satisfaction with work and with the institution might, in part, be influential forces in the way individual actors are committed and motivated to improving transfer education in their colleges.

*Adaptive Capacity*

Table 17 scores suggested that the high transfer colleges were significantly more likely to emphasize curriculum and program innovation. Even though the high transfer colleges gave more emphasis to recruiting potential transfer students, however, they were weak in this activity. The culture/governance patterns displayed in Figure 2 imply that the colleges in this study exhibit a culture managed by opposing positions of flexibility and control. Nevertheless, it should not be inferred that the colleges are strategically governed to buffer themselves from unfavorable environments. The collective focus of the college groups appears to be more inward than outward (Figure 2); that is, the colleges have a greater emphasis on internal maintenance and short-term orientation. This is understandable, because most of the colleges were not engaged in long-range planning and/or planning linking their instructional program goals to budget allocations.

In response to adapting to changes in the external environment, high transfer colleges felt they were emphasizing the needs of their community in regards to the transfer function (Table 17). Further, when asked about meeting the challenges of transfer educational changes, both college groups saw themselves as adapting to their environments (Table 18). Figure 3 is a typology of change strategy developed by Peterson, et al. (1986) for orientation items presented in Table 18. Figure 4 represents the scores assigned to the orientation items by low and high transfer colleges, respectively. While both college groups viewed their organizations as the locus of control for change, the groups had different opinions about their orientations. That is, the high transfer colleges saw themselves as future oriented, whereas the low transfer colleges considered themselves as current or present focused. This difference in orientation suggests that high transfer colleges are more inclined to seek ways to improve transfer education for the coming years.

<u>To What Extent Does the College's Governance Process and Organizational Climate Influence It's Transfer Function?</u>

The transfer function appears to be affected by the influence of the college's leadership and governance style on its constituents (i.e., administrators, faculty, and counselors) and

by the effects of leadership and staff commitment and involvement on the institutional activities, practices, and relational networks pertaining to transfer education.

One of the study's findings suggested that leadership commitment levels coincided with those of the faculty, and with the institution's emphasis on transfer education. Thus, strong leadership commitment to transfer education was paralleled by strong commitment in the faculty and emphasis on goals to support transfer education. Consistent with other research, these findings implied that the vision, commitment, and action of institutional leadership are important ingredients in inspiring others and setting a working context for institutional achievement. (Cameron & Ulrich, 1986; McLaughlin, 1990; Roueche & Baker, 1987).

Equally important, from this study it appears that decision-making processes which are clear, consistent, and participatory, and decisions which are communicated through formal structures (e.g., various media, coordination of departments and committees) raise the involvement level of faculty in institutional academic affairs. Additionally, faculty felt that their participation in academic affairs (e.g., committees, special activities) had an effect campus policies regarding transfer and the improvement of transfer education when the decision-making process was consistent and participatory. Prior research also suggests that institutional productivity and commitment is enhanced when the power of decision making is shared with college constituents and when decisions are systematically communicated to institutional constituents (Dufty & Williams, 1979; Guskin & Bassis, 1985; Morris & Steers, 1980; Kanter, 1981).

Further, a combination of factors relating to leadership and faculty commitment, clear and consistent decision-making processes, and participatory governance, appeared to relate to the satisfaction and motivation of administrators, faculty, and counselors in the high transfer colleges. Together these groups were strongly satisfied with their institutions as good places for transfer education, and were highly motivated to improve transfer on their campuses. These findings are consistent with findings of the *Rand Change Study* on program institutionalization. As McLaughlin (1990) points out in her revisit of the *Change Study*, the embedding of programs and practices is perpetuated by leadership commitment and faculty involvement, and is enhanced by the will or motivation of the institution to embrace the new projects.

Previous research suggested that structured activities and practices, such as the curriculum, student advising and counseling, transfer educational planning, allocation of resources, student assessment, and curriculum and program evaluation, would facilitate the embedding of the transfer function (Cohen, et al., 1985; Cohen & Brawer, 1987; Rendon, et al., 1988; Richardson & Bender, 1986; Turner, 1987, 1991). And, that governance

processes pertaining to leadership style and participation of institutional actors in the structured activities would enhance the institutionalization process. Findings pertaining to these assumptions follow.

The high transfer colleges had clear and well emphasized goals for transfer education and a number of activities to support the goals. In particular, these colleges had a diverse curriculum and special transfer programs. Also, these campuses had made major efforts to articulate their liberal arts courses with senior institutions and two of the high transfer campuses appeared to have strong connections with their communities and local feeder high schools. And, the high transfer campuses strongly emphasized student orientation, advising and career counseling. Conversely, the extent of student services programs pertaining to student retention and underrepresented minority and "at risk" students were only moderately emphasized.

Moreover, the extent of emphasis on practices was limited. Even though planning was strongly emphasized at the department level, overall campuswide planning for transfer education was moderately stressed and little if any attention was given to long-range planning tied to programs and budget allocations. Similarly, although student entry-level skills assessments were given strong attention, curriculum and program review and assessment of student progress, retention, and transfer were only moderately emphasized.

Regarding these findings on activities and practices, there is little current empirical evidence in the literature that can explain the extent of emphasis given to student activities, student assessment, and planning and evaluation of programs on community college campuses. Two studies suggested that the defining of institutional purposes and formulation of goals are the most widely practiced activity in community colleges, and that college planning related to these goals is occurring at a moderate level (Baker & Roberts, 1989; Peterson & White, 1990). While assessment of student entry-level skills appears to be emphasized at a high moderate level, however, assessment of student outcomes and program evaluation has a low level of practice. The activities and practices findings from this study appear to be somewhat consistent with what little is known about current community colleges activities and practices. Therefore, with exception of a strong emphasis on goals for transfer education, departmental planning, liberal arts curricula, special transfer programs and course articulation, and student advising, elements that have been identified by others (e.g., Berman, et al., 1990; Ewell & Lisensky, 1988) as institutionalizing actions or effective measures of institutional performance are not necessarily practiced to the extent that they can distinguish high from low transfer colleges.

Notwithstanding, involvement of the faculty in transfer activities and institutional practices, such as creating special transfer programs, academic planning, program review

and evaluation, appeared to be a major distinguishing feature between the high and low transfer campuses. This participation was assumed to be stimulated by leadership commitment as it was translated into goals, activities, and practices and by the participatory nature of the institutional decision-making processes.

In sum, the findings suggest that the transfer function is affected by stability, coherency, and legitimacy within the organizational environment. Consistent and clear decision-making processes, coordination of academic and student services units, and departmental planning provide stability within the system. Faculty and counselor involvement in decision-making and planning and systematic, formal communication patterns enhances coherency, and the presence of a strong liberal arts curriculum, special transfer programs, and course articulation with senior institutions help to legitimize the transfer function.

To What Extent Have the Community Colleges Developed Their Capacities to Facilitate Transferring Students to Senior Institutions?

Peterson and others (1986) pointed out that organizational strategy is the overall design of a college which defines its "direction" and "relationship" with its external environment and where the underpinnings of adaptive strategies are set by the organizational environment (i.e., governance processes and climate including activities and practices of the institution).

McLaughlin (1990) asserted in her revisit of the Rand *Change Agent Study*, "The presence of will or motivation to embrace policy objectives or strategies is essential in the generation of the effort and energy necessary for a successful project" (p. 13). As discussed elsewhere, the source of motivation for high transfer college actors in this study appeared to be a product of the institutional leadership commitment to transfer education, clear goals for promoting transfer on the campus, and an organizational infrastructure which embraced participatory decision making, formal and systematic communication of policies and changes, and involvement of college groups in institutional practices.

Further, in terms of effective capacity building the formation of networks is crucial in establishing a strategy for the institution (Cameron, 1983, 1984; Zucker, 1988). The study's findings suggested that the motivation of the college groups, particularly those in the high transfer colleges, assisted in establishing relational networks with external constituencies or agencies (e.g., high schools, senior colleges, etc.). These links were viewed as enhancing the legitimacy of the college as a transfer institution, and legitimacy of the college's transfer function was promoted by its liberal arts curriculum and special

transfer programs. High transfer colleges had a strong liberal arts curriculum and transfer programs that were solely designed to move students into senior colleges.

Also measured in this study were two views about organizational strategies: governance style and educational change. The direction or orientation of the colleges from the governance perspective showed that both the high and low transfer colleges were characterized by flexibility and inflexibility simultaneously and had an internal focus rather than an external focus.(Figure 2). The inflexibility and internal focus of the colleges appear to reflect the shortcomings of community colleges in general; that is, the colleges are controlled by an abundance of operating procedures promulgated by the state, and lack long-range planning practices which connect educational programming to resource allocations. Yet, from an educational-change strategy viewpoint, the colleges saw themselves as the controlling source for interactions within their environments (Figure 4). The staff in the high transfer colleges felt, nevertheless, that they were more future oriented than focused on the present when facing transfer educational changes. The future orientation of the high transfer colleges was also demonstrated by greater emphases on innovation in transfer curriculum and program development, departmental planning processes, and transfer planning reflecting external trends and local demographics.

These findings appear to be consistent with research pertaining to factors affecting the transfer function and institutional effectiveness. Two of the most important components of the transfer function have been cited as the the strength of the liberal arts curriculum and transfer arrangements with senior colleges (Cohen, 1983; Cohen, et al., 1985; Palmer, 1986; Richardson & Bender, 1986). High transfer colleges in this study had a comprehensive liberal arts curriculum, offered a full range of liberal arts courses each semester, and had stronger course articulation agreements with four-year colleges and universities. Regarding adaptive strategies, Cameron (1983, 1984, 1986) asserted that effective institutions, defined as those affecting student outcomes and having high staff morale, are colleges that emphasize proactivity, innovation, linkages with outside constituencies, and are flexible enough to allow for new changes to occur. The high transfer colleges in this study compared with Cameron's effective institutions along the same dimensions except for flexibility where they appeared to be slightly more encumbered than expected by state mandates.

## Conclusions

The results highlighted several interesting points about the community colleges and their promotion of student transfer. Overall, the results would imply that the high transfer colleges were more effective institutions in promoting their transfer function.

But to what extent are high transfer colleges effective at administering their transfer function? The fact that long-range planning including programing and budgeting was not implemented to any great extent on these campuses suggested that the colleges exercise immediacy by putting activities together to reach short-term objectives. Likewise, the lack of assessing student outcomes and evaluating the impact of programs on the outcomes placed the colleges in a position of believing they are doing a good job, rather than knowing what they are affecting. Presently, the high transfer colleges have processes that are successful at promoting the transfer concept but these processes could be improved by systematic and college wide planning using student outcomes as measures of the institution's performance.

What major element related to the promotion of the transfer function? Consistent with prior research on institutions, evidence in this study underscored the importance of institutional commitment in creating an effective environment. Institutional commitment develops over time, and is a reflection of the values, beliefs, and attitudes of the college's staff and leadership. The origins of college staff commitment, particularly that of the faculty and counselors, were not measured in this study. Leadership commitment, however, was associated with defining the transfer function as a key mission of the college, through goals and creating a governance structure which, in part, inspired and reinforced the college's staff commitment to transfer education. Also, leadership actions were found to be supportive of developing innovative transfer programs, establishing close working relations with local high schools and senior institutions, and offering conveniently scheduled liberal arts courses. Thus, it appeared that campus leadership was playing a critical role in building institutional commitment to transfer education.

## Practical Implications

A number of findings derived from this study may have practical implications for the policy-makers, administrators, and researchers.

Findings from this investigation underscore the notions that institutions have the ability to empower themselves and that institutional student outcomes are not just based on practice but also the commitment of the institutional staff to improve transfer education. Given that institutional power can be either resistive or proactive and that mandated changes initiated by external sources (i.e., federal and state agencies) are viewed more as something that has to be done rather than something that should be done, policy should be structured so that institutions are inspired to make necessary changes. Currently, policy initiation by state and federal agencies is both philosophically and structurally tied to improving outcomes by changing institutional practices. The interplay of local choice and policy

implementation has more significance for policy outcomes than the policy features themselves. Therefore, instead of targeting practices, policy should focus on rewarding institutions for their outcomes. Structuring policy that rewards colleges for their student outcomes could be rejected as establishing the equivalency of a merit pay system. Conversely, inducing a reward system that is voluntary in nature may have a greater affect on producing desirable outcomes and creating less perfunctoriness in the colleges' practices. At the least, it would stimulate the colleges to collect better data.

For the administrator, the study findings implied that institutional leadership is key in initiating and managing change within the college, and the study results on transfer function institutionalization and adaptive capacity building of the institution suggested that participatory governance is central to building commitment among college staff and inspiring them to become involved in their institution. Traditionally, as pointed out in the literature, governance patterns in community colleges center on bureaucratic control and administrative dominance. Thus, decision making is based on the "top-down" approach, excluding those who influence students the most; faculty members and counselors. Administrators should be aware that excluding those who maintain the front lines may have an impact on overall institutional student outcomes, as noted in this study. Administrators should re-evaluate their approaches to campus decision making and consider implementing participatory governance.

Additionally, the interpretative framework offered here has potential for applications in the administration of the transfer function. The framework can be used by institutional decision-makers for assessing the effectiveness of their colleges in promoting transfer. Using the transfer performance organizational indicators (e.g., faculty and counselor involvement, curricular offerings, practices such as level of planning) as guides, administrators can design evaluative studies to examine the extent their institutions need improvement in student transfer promotion.

Because the literature relating institutional indicators to the transfer process is void of models for analyzing organizations and their impact on students, future research on organizational effects will challenge investigators to identify workable frameworks to guide their inquiries. Conceptual frameworks are needed to bring order to future investigations. Such order would establish greater reliability and validity of future studies on transfer and would allow for critical variables affecting transfer to be monitored over time. The interpretative framework used in this study holds promise for organizing future community college research on organizational influences.

## Endnotes

1. The "Organizational Climate for Teaching and Learning" questionnaire consisted of 117 questions and the modified version used in this study contained 67 questions. Nine of the items in the modified questionnaire were borrowed from Cameron's original culture survey and were items requiring a 100 points to be divided among a set of questions. The remaining 58 items had six-point scales ranging from "don't know" to "very strong". A reliability test was performed on the 58 questionnaire items. The overall alpha was 0.95.

2. The individual college's IGETC report is approved by officers at the California State University and University of California systems. The IGETC is intended to enhance transfer education curricular planning and advisement in the California community colleges.

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Figure 1. Organizational interpretative model.

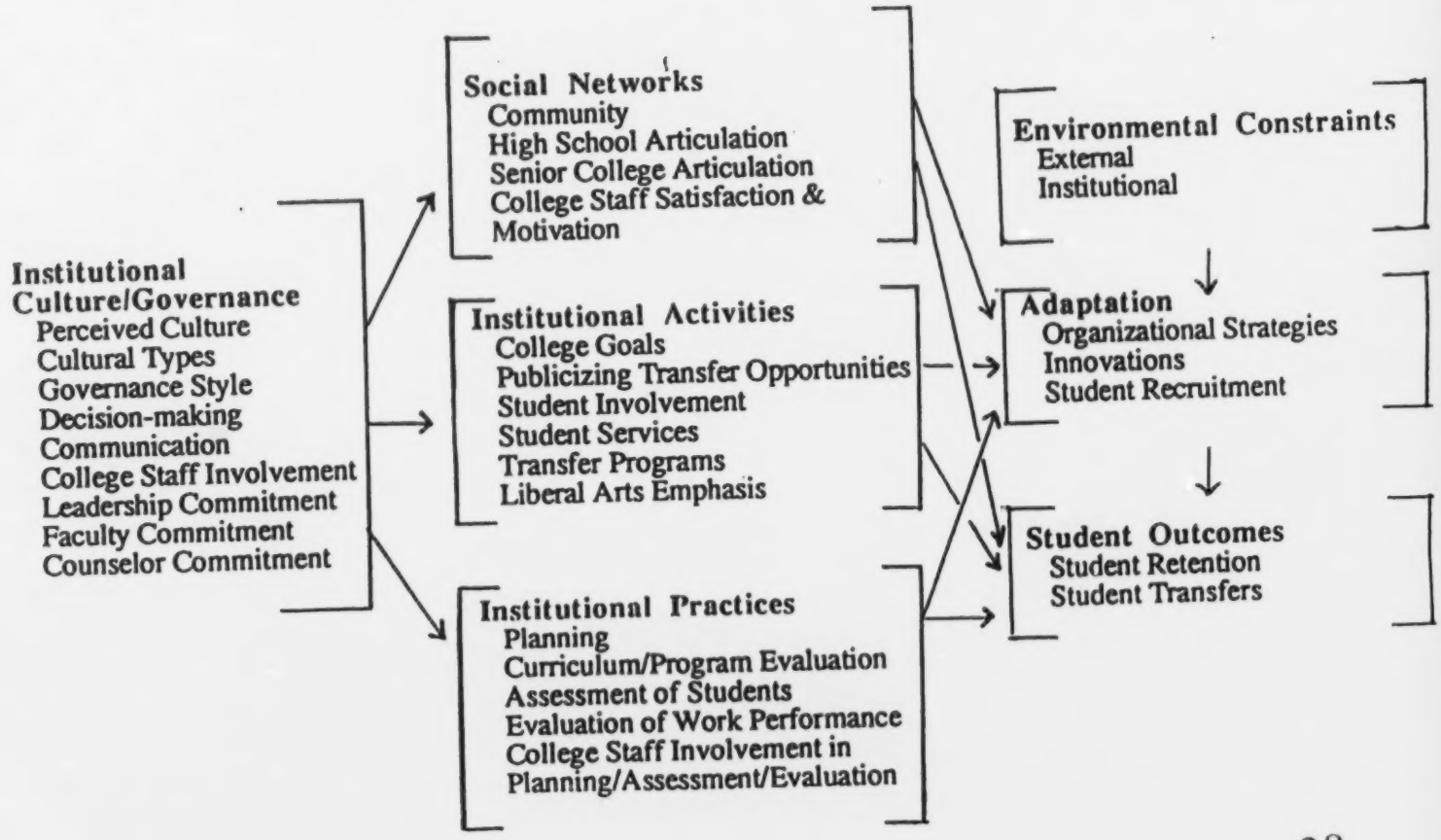

Table 1. Means and Standard Deviations of Credit and Transfer Rates for the 1985 Cohort of 28 California Community Colleges. The number of entrants was 80,753; the number of entrants obtaining 12 or more credits 30,287; and the number of transfers with 12 or more credits 7,204.

| Rate | Average | Stand. Dev. | Number of colleges more than one S.D. below the average |
|---|---|---|---|
| Credit | 37% | 9.85 | 5 |
| Transfer | 24% | 7.05 | 6 |

Data source: Center for the Study of Community Colleges, 1991.

Table 2. Credit and Transfer Rate Scores by Case Study Colleges.

| | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| Rates | A | B | C | D | E | F |
| Credit Rates | 42 | 50 | 39 | 29 | 21 | 23 |
| Transfer Rates | 35 | 25 | 28 | 26 | 23 | 3 |
| Total Scores | 77 | 75 | 67 | 55 | 44 | 26 |

Data source: Center for the Study of Community Colleges, 1991.

Table 3. Selected Environmental Conditions by College.

| Conditions | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Community Characteristics | | | | | | |
| Median Income | 27,617 | 17,311 | 18,593 | 27,770 | 23,366 | 13,014 |
| % Unemployment | 4.2 | 5.4 | 5.2 | 2.6 | 7.7 | 7.1 |
| Numbers of Public SI[a] | 3 | 5 | 4 | 5 | 2 | 0 |
| Community Type | suburban | urban | urban | urban | suburban | rural |
| Institutional Characteristics | | | | | | |
| Year Established | 1949 | 1924 | 1949 | 1969 | 1974 | 1960 |
| District Type | multi | single | multi | multi | multi | single |
| Credit Enrolls. | 17,094 | 18,760 | 8,185 | 6,363 | 5,408 | 1,611 |
| % Day Credit Enroll. | 36 | 39 | 42 | 37 | 39 | 20 |
| % Eve. Credit Enroll. | 36 | 36 | 39 | 47 | 37 | 56 |
| Student Characteristics | | | | | | |
| % Full-time Students | 32 | 31 | 30 | 20 | 18 | 27 |
| % 17-24 Year Olds | 54 | 60 | 50 | 37 | 40 | 33 |
| % White Students | 84 | 48 | 47 | 31 | 76 | 67 |
| Institutional Resources and Expenditures | | | | | | |
| % Full-time Faculty | 44 | 43 | 56 | 46 | 27 | 31 |
| FTE Expenditures | 4,361 | 4,643 | 5,074 | 7,439 | 6,737 | 6,544 |

Codes: (a) number of public senior institutions within a 30-mile radius.
Data sources: 1980 Census Reports and 1985 Census Report Projections, brief college survey, accreditation self-study reports, California Community College Chancellor's Office, 1985 AACJC Statistical Manual, and 1987 HEGIS Reports.

Table 4. Frequency Distributions of Responses to Culture Questions by Low and High Transfer Colleges.

| Areas/Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Institutional Glue (Divide 100 points) | | | |
| The glue that holds my college together is: | | | |
| loyalty and commitment | 35*** | 46*** | 41 |
| innovation and development | 20 | 17 | 18 |
| formal rules and policies | 24 | 22 | 23 |
| output and goal accomplishment | 20* | 14* | 16 |
| Total | 99 | 99 | 98 |
| Institutional Leadership (Divide 100 points) | | | |
| The head of the college is generally considered to be: | | | |
| a mentor, sage, or parent figure | 25** | 14** | 19 |
| an entrepreneur, innovator, or risk taker | 13 | 16 | 15 |
| a coordinator, organizer, or an administrator | 49* | 59* | 55 |
| a hard-driver, producer, or technician | 11 | 9 | 10 |
| Total | 98 | 98 | 99 |
| Institutional Emphases (Divide 100 points) | | | |
| My college emphasizes: | | | |
| human resources | 32 | 38 | 36 |
| growth and acquiring new resources | 21 | 20 | 20 |
| permanence and stability | 29 | 29 | 29 |
| competitive actions and achievement | 17* | 11* | 14 |
| Total | 99 | 98 | 99 |
| Institutional Characteristics (Divide 100 points) | | | |
| My college is a very: | | | |
| personal place - teamwork is encouraged | 37 | 40 | 39 |
| dynamic and entrepreneurial place | 14* | 20* | 18 |
| formalized and structured place | 28 | 27 | 27 |
| production oriented - people are not involved | 21** | 12** | 16 |
| Total | 100 | 99 | 100 |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Table 5. Frequency Distributions of Scores Related to Culture Types by Low and High Transfer Colleges.

| Areas/Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Clan | 129 | 138 | 134 |
| Adhocracy | 68 | 73 | 71 |
| Hierarchy | 129 | 137 | 133 |
| Market | 68** | 44** | 56 |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Figure 2. Culture types and organizational strategies of low and high transfer colleges.

| | Institutional Focus | |
|---|---|---|
| Control in Org. | External | Internal |
| Flexible | 68/73[a] (Adhocracy) | 129/138 (Clan) |
| Control | 68/44** (Market) | 129/137 (Hierarchy) |

Code: a low college score/high college score
* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey

Table 6. Governance Patterns by College.

| Conditions | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Institutional goals are clearly defined. | S | S | M | W | W | M |
| The governance structure provides a variety of opportunities for faculty & counselors to participate in decision-making. | S | S | M | M | M | M |
| Decision-making structures allow for solution offering that is incorporated into policy. | S | S | M | W | W | W |
| Decision-making structures are well coordinated. | S | M | W | NE | NE | W |
| There are vehicles that coordinate academic & stud. services units. | S | M | W | NE | NE | NE |
| Policy issues and changes are clearly communicated to faculty & counselors. | S | S | M | W | W | W |
| Resources allocation is based on program planning. | M | M | W | NE | NE | W |
| Faculty & counselors are involved in institutional fiscal planning. | M | M | W | W | NE | W |
| Faculty are viewed as being responsible for transfer education. | S | S | M | M | M | W |
| Counselors are viewed as being responsible for transfer education. | S | M | M | S | M | M |

Codes: S = strong; M = moderates; W = weak; NE = nonexistent; NI = no information.
Data sources: College interviews and accreditation reports.

Table 7. Percentages of Strong and Very Strong Responses to Scales Used by Low and High Transfer Colleges.

| Scales | Low Colleges (N=67) | High Colleges (N=86) |
|---|---|---|
| Relating to the transfer function, please rate your college's emphasis on the following: | | |
| Governance Scales | | |
| Decision-making processes | 23%** | 42%** |
| Monitoring decisions | 14%** | 27%** |
| Resource allocations | 15%* | 33%* |
| Faculty involvement in decision-making | 14%** | 32%** |
| Activities Scales | | |
| Institutional goals and activities | 26%*** | 57%*** |
| Student involvement | 38% | 43% |
| Student services activities | 44% | 43% |
| Practices Scales | | |
| Rewards for good teaching/counseling | 6%** | 23%** |
| Faculty involvement in planning/program | 32%** | 50%** |
| Planning reflecting demographic trends | 24%** | 40%** |
| Evaluation of curriculum and programs | 19% | 21% |
| Evaluation of teaching/counseling | 18% | 19% |
| Assessment of students | 33% | 39% |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Table 8. Percentages of Strong and Very Strong Responses to Questions about Individual Group's Commitment to the Transfer Function by Low and High Transfer Colleges.

| Items | Low Colleges (N=67) | High Colleges (N=87) | All Colleges (N=153) |
|---|---|---|---|
| Please rate the support by the following groups for transfer education. | | | |
| College President. | 48%*** | 77%*** | 64% |
| Vice-Presidents. | 46%** | 72%** | 62% |
| Deans. | 53% | 71% | 63% |
| Department Chairs. | 49%* | 76%* | 64% |
| Faculty. | 45%** | 72%** | 60% |
| Counselors. | 50% | 62% | 57% |

* p<.05; ** p<.01; ***p<.001
a. Asked only of multicollege districts' faculty, counselors, and administrators.
Data source: Culture and Climate Survey.

Table 11. Curricular Aspects by College.

| Area/Condition | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Liberal arts courses emphasized in GE curriculum | S | S | S | M | W | W |
| Student utilization of the library for research | S | S | M | W | W | W |

Codes: S = strong; M = moderate; W = weak; NE = nonexistent; NI = no information.
Data sources: Accreditation team and self-study reports, interviews, college catalogs and course schedules, Intersegmental General Education Transfer Curriculum reports, and site visits.

Table 12. Transferrable Liberal Arts Courses by College.

| Parameter | High Transfer Colleges | | | Low Transfer College | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Number of Accepted Courses Offered by Area | | | | | | |
| English Composition | 1 | 1 | 1 | 1 | 1 | 2 |
| Critical Thinking | 1 | 0 | 0 | 0 | 0 | 0 |
| Oral Communication | 1 | 2 | 2 | 4 | 1 | 1 |
| Quantitative Reason. | 13 | 11 | 7 | 9 | 9 | 4 |
| Arts & Humanities | 86 | 73 | 33 | 41 | 13 | 17 |
| Social/Behavior. Sci. | 52 | 53 | 28 | 17 | 15 | 18 |
| Hard & Natural Sci. | 44 | 48 | 22 | 30 | 11 | 24 |
| Languages | 12 | 12 | 6 | 4 | 1 | 6 |
| Total Courses | 210 | 200 | 99 | 106 | 51 | 72 |
| Percentages of Courses Offerred During Spring Term | 71% | 68% | 68% | 63% | 67% | 50% |

Data sources: Intersegmental General Education Transfer Curriculum reports and course schedules.

Table 9. Student Activities by College.

| Area/Condition | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Career planning | S | S | M | M | M | W |
| Student activities | S | S | S | M | M | W |

Codes: S = strong; M = moderate; W = weak; NE = nonexistent; NI = no information.
Data sources: Accreditation team and self-study reports, interviews, college catalogs and course schedules, Intersegmental General Education Transfer Curriculum reports, and site visits.

Table 10. Focus on Transfer Education by College.

| Area/Condition | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| Information about transfer opportunities around the campus other than counseling center | S | S | M | W | NE | NE |
| Special transfer programs | S | S | S | S | NE | NE |

Codes: S = strong; M = moderate; W = weak; NE = nonexistent; NI = no information.
Data sources: Accreditation team and self-study reports, interviews, college catalogs and course schedules, Intersegmental General Education Transfer Curriculum reports, and site visits.

Table 13. Percentages of Strong and Very Strong Responses to Questions about Faculty Involvement in Planning and Evaluation by Low and High Transfer Colleges.

| Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Relating to the transfer function, please rate the extent of involvement of the faculty in your college on the following. | | | |
| Academic planning for transfer education. | 28%* | 56%* | 44% |
| Program review and evaluation. | 33%* | 44%* | 39% |
| Program development. | 34%* | 51%* | 44% |
| Faculty evaluation. | 28% | 30% | 29% |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Table 14. Percentages of Strong and Very Strong Responses to Questions about Counselor Involvement in Planning and Evaluation by Low and High Transfer Colleges.

| Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Relating to the transfer function, please rate the extent of involvement of the counselors in your college on the following. | | | |
| Academic planning for transfer education. | 47% | 46% | 45% |
| Program review and evaluation. | 23% | 25% | 24% |
| Program development. | 23% | 20% | 21% |
| Counselor evaluation. | 20% | 22% | 21% |

Data source: Culture and Climate Survey.

Table 15. Relations with the Community and Schools by Colleges.

| Area/Condition | High Transfer Colleges | | | Low Transfer Colleges | | |
|---|---|---|---|---|---|---|
| | A | B | C | D | E | F |
| College is viewed as a cultural center in the community | S | S | M | W | W | W |
| Articulation with high schools | S | S | W | M | W | W |
| Articulation with senior colleges | S | S | M | M | W | W |

Codes: S = strong; M = moderate; W = weak; NE = nonexistent; NI = no information.
Data sources: Accreditation team and self-study reports.

Table 16. Percentages of Strong and Very Strong Responses to Questions about Satisfaction and Motivation Related to Work and the Institution by Low and High Transfer Colleges.

| Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Please rate yourself on the following. | | | |
| Satisfaction with work related to transfer education. | 42%* | 60%* | 52% |
| Satisfaction with the institution as a good place for transfer education. | 39%*** | 84%*** | 54% |
| Commitment to working with potential transfer students. | 81%* | 91%* | 87% |
| Motivation to improve transfer education. | 77%* | 87%* | 82% |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Table 17. Percentages of Strong and Very Strong Responses to Questions about Institutional Adaptation by Low and High Transfer Colleges.

| Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Relating to the transfer function, please rate your college's emphasis on the following. | | | |
| Innovation in transfer curriculum and program development. | 30%* | 50%* | 40% |
| Responsiveness and adaptability to the changing needs of the external college community. | 30%* | 48%* | 40% |
| Marketing and/or recruitment for potential transfer students. | 19%* | 28%* | 24% |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Table 18. Frequency Distributions of Responses to the Focus of the Institution by Low and High Transfer Colleges.

| Areas/Items | Low Colleges (N=67) | High Colleges (N=86) | All Colleges (N=153) |
|---|---|---|---|
| Transfer Educational Change Orientation (Divide 100 points) | | | |
| Facing transfer educational changes, my college: | | | |
| lead | 15** | 28** | 22 |
| adapts | 30 | 37 | 34 |
| responds | 43*** | 27*** | 34 |
| resists | 12** | 5** | 8 |
| Total | 100 | 97 | 98 |

* p<.05; ** p<.01; ***p<.001
Data source: Culture and Climate Survey.

Figure 3. Typology of organizational strategy. (Peterson et al., 1986)

| | Orientation of Strategy | |
|---|---|---|
| Source of Control | Future | Current |
| Organizational | Proactive (Leads) | Responsive (Responds) |
| Environment | Adaptive (Adapts) | Reactive (Resists) |

Figure 4. Scores of low and high transfer colleges responding to the question: "Facing transfer educational changes, my college:"

| | Orientation of Strategy | |
|---|---|---|
| Source of Control | Future | Current |
| Organizational | 15/28**a (Leads) | 43/27*** (Responds) |
| Environment | 30/37 (Adapts) | 12/5** (Resists) |

Code: a low college score/high college score.
* p<.05; ** p<.01; *** p<.001
Data source: Culture and Climate Survey.



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